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ABSTRACT

This curriculum guide describes the course objectives and teaching techniques of the Fairfax County public schools' social studies program for grades K-12. The program is intended to help students (1) develop a knowledge base for understanding the ever-changing relationship between human beings and their environment; (2) develop skills necessary to process information, to communicate, and to work with others; (3) develop an understanding and appreciation of beliefs, values, and behavior patterns; and (4) apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society. In Sections A and B the guide describes the overall program and lists in detail specific course objectives for each grade level. Section C discusses and provides examples of the program strategies. These include concept teaching, values and moral reasoning, skill diagnosis and development, decision making, group dynamics, open teaching, individualized instruction, and questioning techniques. Parts II and III of Section C, Learning Activities and Model Units for Program Objectives K-12, are yet to be completed. (Author/RM)

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SOCIAL STUDIES

PROGRAM OF STUDIES

FAIRFAX COUNTY PUBLIC SCHOOLS
Department of Instructional Services
Division of Curriculum Services
September 3, 1974

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PROGRAM OF STUDIES

SOCIAL STUDIES K - 12

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SOCIAL STUDIES

SECTION A

PROGRAM DESCRIPTION

GOALS

The social studies program is that part of the school's general education program which is concerned with the preparation of citizens for participation in a democratic society. It is designed to help young citizens to become rational decision-makers so that they can resolve personal problems and influence public policy through effective social action. To accomplish this task, the social studies draws upon a variety of sources, among which are history and the social science disciplines: political science, sociology, anthropology, economics, geography, psychology, and philosophy.

The four major goals of social studies education are to:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present and future, including:

- Knowledge about social organizations
- Knowledge about the relationship between humans and social environment
- Knowledge about the relationship between humans and physical environment
- Knowledge about how decisions are made

II. Develop skills necessary to process information, to communicate, and to work with others, including:

- Problem solving and critical thinking
- Interpreting maps, globes, charts, etc.
- Interpreting time and chronology
- Improving interpersonal relations

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns, including:

- Recognizing the origins of beliefs
- Recognizing the relationship between beliefs and behavior
- Developing and clarifying one's own value system in relationship to the value system of the society in which one lives
- Developing a positive self-identity

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society by:

- Participating in making decisions at home, in school and in peer groups
- Participating in setting, planning, and achieving personal goals
- Participating in setting, planning, and achieving goals of groups to which one belongs

Social studies, therefore, has four components: knowledge, skills, values, and social participation. These components are the tools the citizen uses to function as a rational decision-maker in the social process.

PROGRAM DESCRIPTIONS K - 12

PROGRAM DESCRIPTION, K-3

Social studies is required of all students at these levels. It consists of an integrated program of learnings beginning with emphasis on understanding oneself as an individual in relation to social experiences gained in various social settings. The student examines and participates in the social groups of which the student is a part including family, school, and community. Content drawn from geography, political science, sociology, economics and anthropology provides the opportunity for the student to compare and contrast lifestyles of people in other cultures with the student's own. Study skills and values identification are implemented at these levels.

PROGRAM DESCRIPTION, 4-6

Social studies is required of all students at these levels. History is formally introduced with studies of local and state history and the early history of American and Western civilization. The approach is interdisciplinary with attention also given in case study form to culturally significant regions of the world. Particular emphasis is placed on development of concepts including citizenship, law, decision making, conflict, landscape, freedom and equality, and government by consent of the governed, among others. Emphasis is placed on viewing the individual as a human being in both historical and contemporary contexts. Problem-solving skills and values identification and clarification are implemented at these levels. Instructional guides have been developed for levels 5* and 6**.

PROGRAM DESCRIPTION, 7-8

Social studies is required of all students at level 7. The program at this level emphasizes contemporary American history (1860 - Present). Values of American culture past and present are identified and related to individual values through value clarifying processes.

Social studies is an elective at level 8. It is an interdisciplinary program which draws from the disciplines of anthropology, sociology, economics, history and political science. This program emphasizes the skills involved in studying a society, the student's relationship to an institution in society, the student's role as a citizen in society, and the relationship of the student and his/her values to technology and the future. Instructional guides have been developed for levels 7*** and 8****

PROGRAM DESCRIPTION, 9-12

Three credits in social studies are required at these levels: world geography or world history, or world studies (a one-year integration of world geography and world history); United States and Virginia history and United States and Virginia government or American studies (a two-year integration of U.S. and Virginia history and government). A variety of patterns to achieve these credits is offered.

World studies and American studies at these levels build on earlier learnings with emphasis placed on the interdisciplinary nature of knowledge, utilization of skills to process knowledge, values clarification and social application of knowledge, skills and values.

PROGRAM DESCRIPTION, ELECTIVES

The following one-semester and two-semester elective courses are offered in history and social studies disciplines for enrichment at the secondary level. Descriptions and requirements for each are found in Section B.

Sociology
Economics
Archaeology
Psychology
Humanities - Broad Approach
American Civilization
Advanced Placement American History
History of England
Black History
African Studies
History of Russia
World Civilization
Asian Studies
Latin American Civilization
Modern History
Ancient and Medieval History
Modern European History
Advanced Placement Modern European History
Current Affairs
Anthropology (Alternate)

* The Making of An American, Fairfax County Public Schools, 1969
** People In a Changing World, Fairfax County Public Schools, 1970
*** Guidelines for Seventh Grade, Social Studies, U.S. History 1860-Present, Fairfax County Schools, 1971.
**** Inquiry Into Mankind, Society and the Future, Fairfax County Public Schools, 1972

PROGRAM OF STUDIES

SOCIAL STUDIES

SECTION B

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Primary Block (K-3)

The primary social studies block (K-3) deals with Identity of the Individual; People and Families; People and Communities; and Communities and Their Resources. This ungraded primary block provides for a developmental approach in the four areas of knowledge, skills, values, and social participation.

Identity of the Individual: Emphasizes helping the child build a sense of personal worth. Activities of children in other cultures are explored. Students are introduced to democratic group interaction skills in the school settings. Beginning map and globe skills are presented. Simply stated concepts in geography and economics are developed through play activities.

People and Families: Examines the ways by which families in different areas of the world meet their needs for shelter, food, and clothing. The students also examine the need for rules and laws. Map and globe skills are developed.

People and Communities: Examines the pupil's own community environment and compares to communities in other cultures. Analyzes the role the community plays in the pupil's life in terms of services rendered.

Communities and Their Resources: Compares and contrasts resources and problems of communities with communities of other cultures. Identifies the metropolitan areas as being composed of urban, suburban, and rural communities.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Identify self by most of the following criteria: name, address, telephone number, sex, and birthdate
* - Identify the members of own immediate family by name and relationship
- Identify persons in own school and community by position and contribution
- Build a vocabulary of simple geographic terms
* - Learn about some of the workers in the community
- Discuss examples of interdependence of communities for goods and services
- Discuss ways goods are transported and exchanged
* - Identify examples of change in oneself and in the world around one (e.g., personal growth, moving, seasonal and weather changes, changes in fashions, physical environment, technology, and transportation)
- Distinguish between buyers and sellers
- Discuss how construction affects the ecology
- Identify problems in ecology

* - Recognize that the family is a group that human beings form

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

* - Describe the roles and activities of own family and compare these with families of other cultures
* - Describe how habitat (climate, physical environment, etc.) affects food, clothing, and shelter that a family uses
- Give examples of different types of shelter and explain why a family needs shelter
- Identify materials from which shelters can be made
- Compare shelters own family uses to those families of other cultures use
- Discuss and describe ways in which families obtain shelter (buying, renting, building)
- Discuss how families in different cultures obtain food (buy, grow, hunt, etc.)
- Describe different types of material from which clothing is made; compare the ways that clothes were produced in the past with the ways clothes are produced today in own society
* - Identify the United States of America as the country in which he/she lives
- Identify symbols that represent one's country (flag, Uncle Sam, etc.)

* - Examine many different types of communities and form a definition of community
- State reasons why most families live in communities in the United States and other countries
* - Describe things all communities have in common
- State things that make one's community unique
- Demonstrate how a community renders services to its citizens
* - Describe different kinds of work done by people in own community
- Compare own neighborhood activities with those in another neighborhood
- Explain how changes in the community have affected the way he/she lives
- Identify reasons why people move from one community to another
- Describe ways in which members of the community choose their leaders
- By comparing a simple community with a more complex community, indicate how modern transportation and communication have changed the lives of some people

- Identify groups in the community to which individuals belong and services these groups provide the community
* - Set up criteria for classifying communities into urban, suburban and rural and list ways in which each helps the other in a metropolitan area
- List the resources available in a metropolitan area in the United States and in other countries
* - Identify problems common to most metropolitan areas and compare and contrast with problems of non-metropolitan areas
- State ways in which resources are used to solve problems in metropolitan and non-metropolitan areas

- Identify ways people pay for community services in the United States and compare with the ways used in other cultures
- Explain why some services must be provided by government
- Suggest ways in which the child's community might be improved
- Determine the kinds of work people do in one selected area as contrasted with another selected area
- Give reasons for differences in types of work in a selected area
* - Distinguish different kinds of climate and describe some ways of living typical of each
- Identify reasons why people choose to live in certain communities
- Compare the state of the natural resources when parents or grandparents were young with the state of natural resources today
* - Identify some causes of air, water, land and noise pollution in own community and what is being done about it
- State ways in which people can be considered a resource in a community
- Describe how a community makes laws

II. Develop skills necessary to process information, to communicate, and to work with others.

- Use, in simple ways, devices for measuring the passage of time (clock, timer, sundial, calendar)
- Order and recite days of the week
- Interpret simple pictorial map symbols
* - Locate designated places (home, land, water) on model, map or globe and compare distances (longer than, shorter than)
- Compare temperature as warmer or colder

* - Group and classify representations of food, clothing, and shelters and give reasons for classification
- Recognize and classify land forms
- Draw simple maps
* - Interpret map symbols
- Arrange events and data in sequence

- List types of community services and classify them under main headings
* - Locate community facilities on a map of the community
- Draw a simple map showing the relationship of classroom to school office and of school to other community facilities, using map symbols to represent real places
- Use cardinal directions
* - Describe our nation as composed of states and locate the capital city of own state and of nation
- Draw inferences and make generalizations about communities from concrete data, such as pictures and artifacts
* - Distinguish fact from fable; fact from fiction
- Change generalizations about community life if new data warrants
- Use a variety of media such as books, newspapers, magazines, interviews, and pictures to locate and gather information

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- Interpret special-purpose maps, charts, and graphs
- Use scale to determine distances between various communities
* - Use map key to identify man-made and physical features
* - Locate cities, countries, capitals, continents, oceans, on maps and globes
- Identify the equator on maps and globes
- Differentiate between fact and opinion in a piece of data relating to community studies
- Locate places by number and key system on a highway map
- Relate the location of major cities to their physical settings
- Trace routes of travel between cities by different means of transportation
* - Use intermediate and cardinal directions
- State the relationship between the rotation of the earth and day and night, and the relationship between the revolution of the earth around the sun and the calendar year
- Compare information about communities drawn from two or more sources to recognize agreement or contradiction

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Identify self as a unique person with individual ideas and feelings
- Identify own strengths and short-term goals
- Work and play at self-selected tasks with a purpose
- Display sensitivity to needs of others
* - Compare and contrast actions and attitudes of children in picture storybooks with one's own
- Identify characteristics and significant contributions of national heroes and heroines representative of varied ethnic and/or cultural groups

- Give examples of ways in which a family may provide love, companionship, and instruction to its members
- Choose types of food, clothing, and shelter that he/she would like and give reasons for choices
* - Recognize that although people in different societies behave in different ways, all people, regardless of where they live or to what race, nationality, religion or sex they belong, have many things in common

* - Describe the characteristics of own community and make value judgments about its advantages and disadvantages
* - Offer suggestions for improving the quality of life in own community
- Describe ways in which own daily life might be different if residing in another community about which information would be gathered
- Determine how and why classroom rules are made; evaluate the rules and give examples of the ones he/she considers the most important

- Determine whether he/she would rather live on a farm, in a suburb, or in a city and give reasons
- Identify traditions and values transmitted by people in own community and a selected community of another culture
* - Analyze ways in which disputes are settled in two situations and explain how the method of solution is a reflection of values

IV. Apply knowledge, skills, values, self-awareness and individual creativity through active participation in society.

- Participate in formulating and changing rules for classroom
- Abide by classroom rules and routines
* - Participate with peers in finding solutions to conflicts and problems
* - Accept responsibility for own needs and some class duties
- Share in evaluating, planning, choosing, and organizing classroom activities

* - Participate with others in developing rules for the classroom and the school
- Determine ways to help make the school, home, and/or community a better place and act upon this list
- Participate with the teacher in setting, planning and achieving personal goals
- Given a choice of learning activities dealing with the family, make a choice and participate in the activity chosen
- Participate with teacher in evaluating own progress

* - Participate with teacher and other students in modifying classroom procedures
- Given a variety of learning situations dealing with the community, make a choice of learning activities and participate in the activities chosen, one of which should contribute to the improvement of the community
- Participate with teacher in the evaluation of own progress
- Participate in group activities and evaluate the progress of the group

* - Participate with others in identifying actions that can be taken to improve the community and take at least one action
- Participate individually and with others in evaluation of group roles and responsibilities
- Suggest and act on ways to reduce air, water, land, and/or noise pollution individually or with others
- Explain how he/she can become a more valuable community resource
- Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen

Level 4 - Virginia and Regions of the World

Examines life in Virginia, past and present, and compares and contrasts life in Virginia with life in several other regions or countries. Emphasis is placed on developing conceptual models using data about Virginia, and testing these models using data about other regions.[1]

Regions studied will vary depending on materials being used. Emphasis is also placed on the development of map and globe skills.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Develop a concept of role[2] using data about Virginia and other cultures
- Describe the roles in which success was achieved by several famous Virginians
- Test the concept of role by examining some roles played by people in another country

* - List some of the groups that Virginians and other cultures form
- List contributions of several groups (racial, ethnic, male, female, religious) to Virginia's history
- List some groups that people form in another society and compare them with groups people form in Virginia
- State ways in which people of another society are similar to people in Virginia

* - Develop a concept model of landscape[3] using data about Virginia and another country
- Describe several features of a local landscape and identify similar features in another region of Virginia and another country
- Test the concept of landscape by examining geographic features of other countries
- Illustrate how the way people use resources is determined by their level of technology
- Identify changes in the life of Indians as the result of colonists' settlements and compare the changes with another culture having an immigrant population
- Identify reasons that cause people to move from one place to another
- Identify some changes that have taken place in another region and compare the rapidity of change with the rapidity of change in Virginia

* - Develop the concept of decision-making,[4] using examples of decision-making in Virginia's history and in other countries or problems of today
- Give examples of the relationship between the actions a society takes and its values

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Identify a conflict situation in Virginia's history and its resolution and describe the decision-making method used to resolve it
- Test the concept of decision-making by examining how decisions are made in other societies
- Develop a concept model of citizenship[5] using data about Virginia
- Test the concept of citizenship by examining government, laws, and citizen roles in other societies
- Determine who exercises decision-making power in other societies
- Examine the hypothesis that significant political and economic events and developments from Virginia's past have affected life in Virginia today

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Use scale of miles on maps and globes, locate and identify equator, tropics, Prime Meridian, cities
- Use latitude and longitude
- Give reasons for day, night, seasons, climate
- Translate topographic data into relief or contour maps
- Consult special-purpose maps for information
* - Locate and organize information from a variety of sources and communicate the information in an oral or written form
- Evaluate sources of information
- Brainstorm, classify data, participate in groups

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

- Draw inferences about how land use reflects a society's values
- Compare the values of Indians and settlers as reflected in their attitude toward the use of natural resources
- Give examples of how a society's laws and decision-making processes are affected by its values
* - Use a valuing process to examine one's own values[6]
- After studying another society, decide if he/she would like to visit or live there and give reasons
- Explain what seems to be the basic values of the people of a region, compare them to own values, and give examples of similarities and differences

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Plan a strategy for solving a problem in school or the community through organizations
- Vote in school elections

- Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen
- Using various methods (inference, checklist, contract, log, written evaluation, group discussion) participate in the evaluation of own performance
- Given training in group-process skills, participate in group activities and evaluate group roles and responsibilities

1 Virginia! A TV Social Studies Experience, State Department of Education, 1973, and "Virginia: Its Land and Resources with Transparency Kit," FCPS, 1973
2 See "Teaching Concepts," General Strategy Guidelines, Section C
3 Ibid.
4 Ibid. See also "Decision Making," General Strategy Guidelines, Section C; Virginia! A TV Social Studies Experience
5 Ibid.
6 See "Values and Moral Reasoning," General Strategy Guidelines, Section C

Objectives

Level 5 - The Making of an American

Examines development of American society up to 1860 using a case study approach. A major emphasis is placed on the role of law and government. Case studies on Mexico and Peru as examples of Latin American civilization are included; other western hemisphere countries may be included.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

- Using a concept model of role,[1] indicate various roles played by New England settlers to provide for their basic needs
* - Build a concept model of change[2] by enumerating some changes that occurred in early New England society stressing the rules and contributions of several famous New England leaders
- Describe the contribution made by a selected leader in writing the Constitution
- Classify types of people who went west, and using the concept of role, compare the frontier men and women to the early coastal settlers
- Compare the functions of family, school and church on the frontier to their functions in early New England
- Give some examples of frontier contributions to folklore, art and music
* - Compose a set of clear, enforceable laws for a hypothetical or real situation
- Categorize the services rendered by government into local, state or national
* - Identify some problems encountered in setting up a national government for the United States
- Identify local, state and national government representatives
- Describe some of the problems in establishing justice and laws in a frontier society
- Contrast the social and political structure of Peru and Mexico with that of the United States
- State how physical environment affects the choice of a site for a settlement or city
* - Describe some ways in which the pioneers adapted to their environment; generalize about factors involved in successfully adapting to a new environment
- Describe some effects of geographic factors on economic and social development of Peru and Mexico
- Compare and contrast city life in Mexico City; Lima, Peru; Boston; Chicago; Los Angeles; and Fairfax County
- Analyze the effect of slavery on slaves and on American society

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Identify problems involved in abolishing slavery and discuss various viewpoints on the question; examine current attitudes toward race and civil rights on a selected problem or issue
* - Identify some westward routes and describe the role that transportation and communication played in settling the West
- Describe effects of other cultures on Mexico and Peru and cite some examples of their influence
- Build a concept model of decision-making[3] and compare to ways decisions were made by leaders in early American history
- State ways in which our democratic form of government allows for the peaceful resolution of conflicts
- Build a concept model of conflict[4] and apply to a contemporary and/or historical problem

II. Develop skills necessary to process information, to communicate, and to work with others.

- Make simple time lines, determining the relative length of historical periods
- Use a cluster of date events to establish a cause-effect relationship among historical events
* - Distinguish between statements of fact and statements of opinion
- Distinguish between primary and secondary sources
- Determine viewpoint of an author, speaker, or cartoon, and determine if facts supporting an issue contradict each other
- Relate historical events to the geographic setting in which they took place
- Determine how well facts support generalizations about data

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Identify some beliefs and values incorporated in the Mayflower Compact, Declaration of Independence, Constitution of the United States
* - Examine several decision-making situations and state how the beliefs of the participants affected the decisions
- Select historical or folklore heroes and heroines and state characteristics the student admires and/or dislikes; state reasons
- Select a historical situation and indicate how he/she would have acted in the situation

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

- Simulate the Constitutional Convention or other similar group decision-making activity. Evaluate the role of specific groups (men, women, racial, ethnic, religious)

- Interview people in or outside the school on how they make decisions, and compare to a decision-making concept model
- Make a decision about a local, state or national issue and compare this decision with that made by local, state, or national authorities
* - Identify a school or community problem and participate in a group commitment to effect a solution to the problem
- Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen
- Using various methods (inference, checklist, contracts, logs, written evaluations, group discussions), participate in the evaluation of performance

1 See "Teaching Concepts," General Strategy Guidelines, Section C
2 Ibid.
3 Ibid. See also "Decision-Making," General Strategy Guidelines, Section C
4 Ibid.

Objectives

Level 6 - People in a Changing World

Examines the development of Western civilization through a case study approach. Emphasis is placed on the evolution of government, laws, and rights. Case studies of early people, Greece, Rome, Middle Ages, freedom in early England and contemporary case studies of Japan, Africa, South of the Sahara, and the Soviet Union are included.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

- * - Identify prominent individuals of classical civilization and list their contributions to world civilization
- - List causes for the origins of cities
- * - Build a concept model of social control (means by which society exerts control over its members)[1] and discuss the concepts of social control and individual freedom
- * - Describe forms of social control used in Medieval society, (church, class structure, etc.) and compare and contrast with means used in American society today
- - Explain how the Magna Carta, parliamentary government, trial by jury, and English Bill of Rights contributed to individual freedom
- - Distinguish between political terms such as dictatorship and democracy
- - List the influences of geographic factors upon the development of Greek and Roman civilization
- - Identify major geographic, political, and climatic areas in Africa; compare tribal or ethnic boundaries with natural boundaries and draw implications
- * - Generalize about the effect of physical environment on the development of societies and cultures (geographic, economic, ideological factors) producing differences both within regions and between regions
- - Compare how groups adapt to their environment or modify it to meet their needs and compare these generalizations to Fairfax County
- * - Explain how humans differ from other forms of life considering their ability to adapt, to use language, and to make and use tools
- - Identify cultural universals common to all societies and test this list against several cultures, such as those of the Soviet Union, Japan, and Africa

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Build a concept model of social change and identify the various types of influences that might cause changes in a society[2]
- Identify several influences of the Greeks upon Roman culture
- Identify and discuss influences of the Greeks and Romans upon contemporary society in the areas of government, rights, dignity of people and aesthetics
- Build a concept model of conflict to examine the nature of conflict in the Middle Ages[3]
- Identify the major forces which have operated to change traditional Japanese society and describe their effects on individuals in each culture
- Give reasons for the transition from Middle Ages to Renaissance
- Evaluate the important problems which need to be solved by the emerging African nations; the Japanese; the Russians; the Americans. Predict future outcomes of problems and their solutions in each culture
- Describe some ways in which modern people find out how early people lived

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Apply chronological terms of measurement (year, decade, century, B.C., A.D.) in measuring and comparing length of historical periods
* - Make inferences about cultures and life-styles from artifacts, representations of artifacts, and other types of evidence
- Formulate hypotheses on the basis of limited evidence and revise as new evidence requires
- Describe the physical environment of an area on basis of study of color, contour and visual relief maps
- Intrepret land elevation from the flow of rivers
* - Compare maps, charts, and tables and draw inferences from the comparisons
- Distinguish between fact and legend, and between legend and myth
- Demonstrate an understanding of symbolism (heraldic designs, Russian bear, Uncle Sam, etc.) by relating the symbol to what it represents, and by reading and interpreting simple political cartoons
- Analyze the tools of a society to determine its degree of complexity
- Construct a simple time line identifying the major areas in history

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

- Compare beliefs and values held by hunter-gatherers, farmer-herders and urban dwellers, and evaluate to what extent they have been influenced by technology
* - Explain what beauty meant to Greeks, Romans and people of the

Middle Ages (in terms of aesthetics, art, architecture, physical fitness, etc.). Describe own ideas of beauty and compare with others in class

* - List and compare the things highly valued by Romans, Greeks, people of the Middle Ages, contemporary Japanese, Russian, African and American peoples
- Summarize how the values of a society determine the education of its people, comparing Greece, Rome, Middle Ages, and contemporary United States
- Describe bias and stereotyping of cultures and stereotyping of representatives of those cultures
- Analyze the art and music of Africa, Japan and Russia and make inferences about the people and their beliefs and attitudes toward beauty, nature, and religion. Compare these to own attitudes.

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

- Build a concept model of interaction and apply the model to a group project (such as the Mars Museum).[4]
- Make commitment to participation in school government activities either through support or active involvement
- Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen
- Using various methods (inference, checklist, contracts, logs, written evaluations, group discussions), participate in the evaluation of own performance
- Using criteria jointly agreed upon by teacher and student, cooperatively evaluate materials, methods, and content during and at the end of units of learning
- After having cooperatively evaluated a unit of learning, plan with teacher a strategy for implementing recommended improvements
* - Given training in group-process skills, participate in group activities and evaluate roles and responsibilities[5]

1 See "Teaching Concepts," General Strategy Guidelines, Section C
2 Ibid.
3 Ibid.
4 Ibid.
5 "Group Dynamics," General Strategy Guidelines, Section C

Objectives

Level 7 - U.S. History 1860 - Present (Required-1 Credit)

Emphasizes the opportunity to explore open-ended problems, both past and present, involving value decisions in studying the history of the United States from the period of the Civil War to the present.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Identify causes and effects of the Civil War
- Build a concept model of conflict and test it against data from the Civil War period[1]
- Identify what he/she believes to be the major cause(s) of the Civil War and defend that position
* - Examine the status of blacks prior to and during the Civil War and compare and contrast the status and role of blacks prior to, during, and after Reconstruction
- Give examples of legislation of the Civil War period which affected societal change
- Build a concept model of change;[2] consider such causes of change as war, people, inventions, and legislation, and apply to the Civil War period
- State some generalizations about the relationship between conflict and change
- Explain why people move and difficulties they encounter
- Compare and contrast the effect of the individual on the environment and the environment on the individual in the post Civil War westward movement and urbanization
* - Illustrate continental expansion and population changes in the 19th century
- Classify groups of people who moved west and identify and analyze conflicts between opposing groups (railroads, cattlemen, miners, homesteaders, etc.)
- Examine the treatment of the Indians by the white majority and compare this treatment with that of other minority and ethnic groups in American history (Chinese, blacks, Catholics, etc.)
- State conclusions about the impact of the disappearance of the "last frontier"
* - Identify the effect that several technological developments had on America in the 19th and 20th centuries
- Select an example of a "success story" of the industrial period that typifies the work ethic and defend the selection
- Relate legislation in the industrial period to problems that it treated, and generalize about the government in the late 19th century

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Identify societal changes that resulted from the struggle between labor and management
- State the impact of third-party political movements on the American political system
- Examine the fundamental changes in American agriculture in the 19th and 20th centuries and their impact on society
- Examine the effects of industrialization on the positions of men, women, and children in American society
- Identify a representative number of immigrant groups, locate their countries of origin, list reasons why they came, identify their contributions to American society
* - Using the "salad bowl" and "melting pot" theories, choose the one which most accurately describes American society and justify your choice
- Identify some causes for urbanization in the late 19th century and early 20th century and its impact on American life. State ways in which patterns of urbanization are different today than in the earlier period
- Build a concept model of power and test it against the use of power by the United States in the early 20th century[3]
- Make a hypothesis about the relationship between power and responsibility
* - Give examples of America's involvement in world affairs from 1897 to 1945 and draw conclusions about why America got involved
- Build a concept model of decision-making and apply the model to American foreign affairs, such as the decisions to enter World War I and World War II[4]
- Identify territories acquired by the United States, determine how each was acquired, and determine the current status of each
- Determine how the values held by Americans in the 1920s affected the way they lived
* - Identify the causes and effects of the "Great Depression"
- Relate legislation of the 1920s and 1930s to broad social and political movements and take a position on the role of government in the life of the individual and defend that position
- Examine the impact of the early 20th century women's suffrage movement and relate it to the women's movement of today
- Hypothesize about factors that have promoted or inhibited technological changes since 1945
- Examine major social movements since World War II (civil rights, women's rights movement, etc.) and their impact on American society
- State some of the causes for and effects of the "Cold War" on the United States
- Apply the decision-making model to crises since 1945, and evaluate the decisions in light of their consequences
* - Discuss causes and possible solutions to major problems facing America in the 1970s (pollution, energy crisis, presidential power, inflation, consumer problems, human rights, etc.)

- Analyze the role of international diplomacy in promoting world stability, as conducted by the big powers and the United Nations in such areas as the Middle East, Vietnam settlement, etc.

II. Develop skills necessary to process information, to communicate, and to work with others.

- Take notes while listening and observing
- Identify geographic regions, states, and major cities on a map of the United States
- Use the Reader's Guide to Periodical Literature and a variety of sources to locate and gather information
- Distinguish between fact and opinion in a variety of sources
* - Examine materials for consistency, reasonableness, and freedom from bias
- Recognize propaganda, bias, and stereotyping, and their purpose in a given context
- Develop an understanding of events as part of a chronological series
* - State a hypothesis (make a rational guess about a possible solution to the problem) and test it with available data
* - Communicate ideas and feelings through verbal and nonverbal creative expression
* - Participate effectively in group activities[5]
- Respect rights and opinions of others
- Given a contemporary dilemma situation, use a value-clarifying process[6]

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - List commonly held American values and indicate events in American history wherein these values came into play
- Generalize about people's attitudes towards success in the latter half of the 19th century
- Establish personal criteria for success and compare to attitudes prevalent at the end of the 19th century
- Compare and contrast social values of the 1920s with those of the 1970s and draw conclusions as to why changes have occurred
* - Give examples of differences in beliefs and values that have created divisions between groups of Americans

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

- Build a concept model of how people, institutions, nations, etc., interact with each other and apply the model to a classroom group project[7]

- Identify a historic site in the community and determine whether its preservation is justifiable and if it is, determine what action is being taken to preserve it
* - Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen
* - Using various methods (inference, checklist, contracts, logs, written evaluations, group discussions), participate in the evaluation of own performance
- Using criteria jointly agreed upon by teacher and student, evaluate materials, methods, and content of units of learning and assist in making improvements
* - Given training in group-process skills, participate in group activities and evaluate roles and responsibilities[8]

1 "Teaching Concepts," General Strategy Guidelines, Section C
2 Ibid.
3 Ibid.
4 Ibid. See also "Decision-Making," General Strategy Guidelines, Section C
5 "Group Dynamics," General Strategy Guidelines, Section C
6 "Values and Moral Reasoning," General Strategy Guidelines, Section C
7 "Teaching Concepts," General Strategy Guidelines. See also "Group Dynamics," General Strategy Guidelines, Section C
8 "Group Dynamics," General Strategy Guidelines, Section C

Objectives

Level 8 - Inquiry Into Mankind, Society, and the Future (Elective-1 Credit)

Explores the skills necessary to study a society, the student's relationship to the economic institution in own society; the student's role as citizen in a society; and the relationship of the student and own values to technology and the future.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

- Build a concept model of role [1] and test it against roles of people in small societies and in contemporary U.S. society
- Brainstorm and hypothesize about the components of culture
* - Define "status" and contrast it to the student's understanding of role
* - Compare and contrast two societies' adaptation to their environments
- Given a similar situation in a small society and a complex society, project how each society would handle the situation
- Describe social, political, economic, and cultural aspects of life in a small society
- Define key economic terms and principles and demonstrate their application to the American economic system
- Compare the economic structure of a simple society with the structure of the contemporary American economic system
* - Describe aspects of own present role in the economic system (as producer, consumer, etc.)
- Evaluate a decision-making process which attempted to solve an economic problem[2]
* - Establish a criterion for citizenship and test the criterion against several examples (Upton Sinclair, Frederick Douglass, Anne Frank, etc.)
* - Identify rights guaranteed to American citizens by the Constitution of the United States
- List and analyze own roles as a citizen in school and community
- Investigate societal institutions (police, courts, school system, family, etc.) and their effect on the student's role as a citizen
- Identify certain groups (women, blacks, Indians, white ethnic minorities, etc.) who feel they have not attained full citizenship, examine legislation which has affected these groups, and suggest areas of further action
- Make a hypothesis about own relationship to police, examine and evaluate the role of police in the community, and reexamine the original hypothesis

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Define the term "future" in own words
* - Project what societal changes will occur in the future based on past and present history
- Compare and contrast relationship between tools and culture in various societies and generalize about the importance of tools in a culture
- Demonstrate how technology affects own life
- List obsolete statuses, statuses created in one's lifetime, and possible future statuses with role expectation of each
- Produce an original work on the future
- Identify personal avenues for job opportunities in the future after considering personal attitudes, aptitudes and abilities

II. Develop skills necessary to process information, to communicate, and to work with others.

- Identify the main idea in a piece of data; identify central issue in a situation
- State observations and inferences and distinguish between the two
- Recognize if a problem exists and define it for study
* - Make a hypothesis; collect, organize and interpret data; reexamine the hypothesis; draw a conclusion and defend it
- Recognize the need to change conclusions when new information warrants
- Identify cause and effect relationships
- Interpret pictures, graphs, charts and tables
* - Recognize the influence of bias and stereotyping in human relations
* - Communicate ideas and feelings through verbal and nonverbal creative expression
- Participate in nondirected discussion
* - Respect rights and opinions of others (human dignity)

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Given a dilemma situation when rights are in opposition, resolve a value conflict and justify the resolution[3]
- Examine the influence of societal norms and predict human values which society will change in the future
- Build a concept model on valuing based on a topic in this program involving a moral dilemma[4]

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

- Interview school officials and community members to determine statuses and roles and the qualifications required for each

- Observe people in the community in their work roles, listing, categorizing, and making generalizations about these roles
* - Given a variety of learning situations, make a choice of learning activities and participate in the activities chosen
* - Using various methods (inference, checklist, contracts, logs, written evaluations, group discussions), participate in the evaluation of own performance
- Using criteria jointly agreed upon by teacher and self, evaluate materials, methods, and content of units of learning and assist in making improvements
* - Given training in group process skills, participate in group activities and evaluate roles and responsibilities

1 "Teaching Concepts," General Strategy Guidelines, Section C
2 "Decision-Making," General Strategy Guidelines, Section C
3 "Values and Moral Reasoning," General Strategy Guidelines, Section C
4 "Teaching Concepts," General Strategy Guidelines. See also "Values and Moral Reasoning," General Strategy Guidelines, Section C
5 "Group Dynamics," General Strategy Guidelines, Section C

Objectives

Levels 9-10 - World Studies (Required-1 Credit)

The course centers around the study of the development of cultures and interaction between them, with emphasis on social, economic, political, philosophical, cultural, and religious characteristics. Emphasis is also placed on the methodology of the disciplines under study. World Studies may be taken either as one of two separate year-long courses in world geography or world history or as a combined one-year World Studies course.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Recognize geographic concepts, (location, habitat, etc.) and/or historical concepts, (conflict, change, etc.); relate these concepts to selected content examples[1]
* - Generalize about the development, expansion, and/or decline of selected cultures in terms of their patterns of development; consider such factors as geographic features, population growth and density, and energy resources in formulating the generalization(s)
- Identify the basic patterns of human development such as nomadic, village, or city; determine the similarities in and differences between these patterns
- Identify and describe some groups that human beings form (e.g., ethnic groups, national groups, international groups), indicating their impact in various cultures and how their functions change
* - Recognize that cultural universals (i.e., shelter, food, socialization, family organization and law) can take different forms in various cultures and change over time
- Examine the concept of role and apply it to the individual's role as perceived in different societies/cultures in selected eras[2]
- Examine origins of law in societies and the impact of rules and legal systems on people's life-styles; indicate how and why laws are changed in various cultures
* - Investigate basic beliefs of various religious/moral philosophies and their impact on cultures; generalize about the common characteristics of these philosophies and their functions
- Examine the art forms that people have produced and how they reflect the thoughts and attitudes of the people and the era in which they were produced

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

* - Explain and evaluate how resources are allocated and utilized in selected societies
- Investigate characteristics of an agricultural society; determine how the government, economy and social structure change with industrialization
- Compare and contrast the impact of governmental decision-making on the economics of various societies[3]
* - Analyze and evaluate the origin and impact of industrialism and urbanism on 20th century industrial and emerging nations
* - Define nationalism; describe and evaluate the influence of nationalism on the world order
- Examine foreign policy actions taken by a nation; discuss the rationale for these actions; classify them as helpful or harmful to the societies involved
- Examine the concept of cultural interaction; apply the concept to an example of foreign interventionism; examine the impact of intervention on the cultures involved; generalize in terms of conflict, change, and adjustment
- Examine approaches used today to preserve world order; suggest alternative approaches
- Construct and evaluate various historical theories (great personalities, conspiracy, cyclic, etc.) and/or geographic concepts (association, distribution, location, etc.); apply to concrete data; determine the extent to which each is useful in describing, explaining, and predicting events
- Develop a criteria for dividing the history of the world into eras
* - Based on a study of previous conditions, make predictions about the impact of increasingly rapid change on people and on society in the future

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Demonstrate the ability to use library/media center facilities effectively
* - Locate, select, and evaluate evidence from primary and secondary sources such as charts, maps, globes, outlines, illustrations, etc., to test a hypothesis[4]
- Determine the purpose of different types of maps and globes; apply the information provided
- Develop the ability to think critically (e.g., identify stated and unstated assumptions in data; recognize the tentative nature of conclusions; recognize, evaluate, and summarize different points of view)
* - Identify cause and effect relationships and/or spatial relationships
- Explore the decision-making process[5]

* - Develop the ability to prepare a simple map using the basic elements of a map (e.g., title, legend, scale, orientation, source, date)
- Demonstrate the ability to organize ideas in writing
- Demonstrate various listening and discussion skills such as debating, participating in discussions, delivering prepared talks, etc.
* - Develop the ability to communicate effectively in groups; analyze group roles; assume roles which help maintain the group and which help accomplish the task[6]

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Identify the ideas, characteristics, and values of important people and/or cultures; evaluate the effect of these ideas on own life
- Develop criteria for determining the advantages and disadvantages of various life-styles (e.g., urban, suburban, rural)
* - Identify criteria for allocating scarce resources; compare to criteria being utilized by one or more societies[7]
- Generalize about the role of the individual in past societies; apply the generalization to own expectations for a role in the future
* - Evaluate the influence that groups (social, mass-media, political, ethnic, military, etc.) have on individual behavior and attitudes; compare influences of comparable groups in different societies

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Given a variety of learning situations (home, school, community), make a choice of learning activities; become involved in the activity chosen
- Select a particular aspect of school or community life that he/she thinks should be changed; prepare a strategy for effecting this change; implement this strategy; evaluate reasons for success or failure
* - Using various methods (e.g., inferences, checklists, contracts, logs, student-teacher conferences, written evaluations, group discussions), participate in the evaluation of own performance
- Using criteria jointly agreed upon by teacher and self, cooperatively evaluate materials, methods, and instructional content; recommend improvements; devise plans for their implementation

* - Given training in group-process skills, participate in group activities; evaluate roles and responsibilities[8]
- Attempt to express self creatively through mapping, graphing, role playing, taping, charting, preparing a collage, cartooning, illustrating, etc.

1 "Teaching Concepts," General Strategy Guidelines, Section C
2 Ibid.
3 "Decision-Making," General Strategy Guidelines, Section C
4 "Evaluating Data," General Strategy Guidelines, Section C
5 "Decision-Making," General Strategy Guidelines Section C
6 "Group Dynamics," General Strategy Guidelines Section C
7 "Decision-Making," General Strategy Guidelines Section C
8 "Group Dynamics," General Strategy Guidelines Section C

Objectives

Levels 11-12 - American Studies (Required-2 Credits)

The course examines the political, economic, social, and cultural development of the United States (including Virginia's role) with emphasis on the impact of historical developments on contemporary society and on the individual. Emphasis is also given to the structure and function of the American constitutional system of government and to contemporary issues and problems in American society. The American system of government is compared to and contrasted with systems in other societies. The structure of state and local government is examined with emphasis on the student's role as a citizen. Critical thinking skills are refined. The program may be taught as separate year-long courses or as an integrated, two-year course, organized into elective units of suitable duration.

Since cooperative planning is a fundamental part of an integrated American Studies program the problem of meeting minimum requirements can effectively be dealt with during the planning periods. If, however, the school elects to offer two separate year-long courses, it is advisable that teachers from both courses meet and decide which course will be responsible for which requirements and thereby ensure that all minimum requirements are met.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Analyze and evaluate important migration movements in which Americans have been involved (colonial settlement, immigration, slave importation, westward expansion, urbanization); relate causes and effects to the American character and society
- Examine the concept of conflict; test it against specific conflicts in American history such as the American Revolution, Civil War, World War I-II, etc.
* - Evaluate the impact of western legal heritage (Roman and English law) on major American legal documents (Mayflower Compact, Declaration of Independence, Constitution, Bill of Rights)
* - Investigate the extent to which the Declaration of Independence and Constitution of the United States have an impact on the following concepts: human dignity, government by the consent of the governed, government of laws
* - Evaluate the impact of minorities and cultural pluralism (ethnic, religious, political, racial, philosophical attitudes) on American society; cite events in which the attitudes played a part
* - Construct and evaluate various theories of history (personalities, conspiracy, cyclic, etc.); apply them to concrete examples; determine the extent to which each is useful in describing, explaining and predicting events

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

- Examine the concept of decision-making; apply the concept to significant decisions made in American history and government; evaluate the decision-making process; contrast the process with the way the student makes decisions[2]

* - Explain and illustrate ideas such as federalism, separation of powers, democracy, republic, judicial review, and party system

* - Examine the concept of nationalism as it applies to U.S. internal affairs (nationalism vs. sectionalism, "expansionism") and as it applies to foreign affairs (nationalism vs. internationalism, "imperialism")

- Trace the development of the formation of the various foreign policy positions of the United States

* - Develop criteria for dividing the history of the United States into major eras; arrange them in chronological order; support their classification into eras with facts

* - Identify and evaluate the major periods of American social thought; analyze their impact on American character and on public opinions toward poverty, welfare, social mobility, race, women, etc.

- Compare and contrast the social mores of various eras in American history

- Compare and contrast major reform movements in American history and the impact of each

* - Analyze the impact of industrialization and urbanization on 19th and 20th century America

* - Analyze the "free enterprise system"; identify causes and effects of several eras of recession, depression, and inflation in American history; identify and evaluate various group responses to these economic problems (government, business, labor, consumer); discuss the role of each group in dealing with current economic problems

- Establish criteria for leadership; test the criteria against the performance of significant Americans (e.g., Washington, Jefferson, Lincoln, Lee, Wilson, King, Anthony, Dix, Addams, etc.)

* - Compare and contrast the structure and functions of the American government with the structure and functions of another government; compare and contrast the decision-making process in the American government with the decision-making process in another government[3]

- List some factors that would affect selection of a lifetime job or profession; investigate ways in which the society exerts an influence on the individual's job choice; from the data available, identify criteria which our society uses to determine the status of jobs and professions[4]

* - Examine and evaluate the basic roles and functions of state and local governments (e.g., taxation, police power, courts, land use policies, etc.)

- Examine the development of pressure groups; evaluate their impact on American society and on local, state, and federal government;

develop a hypothesis as to why these groups have assumed an important role in our national consciousness today in contrast to the 19th century
- Examine the cultural developments of American society (e.g., art, music, literature, etc.) reflected during periods in American history

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Develop the ability to think critically; demonstrate effectively oral, written and visual communication
* - Evaluate and summarize different points of view reflected in primary and secondary source materials
* - Use a mode of inquiry to investigate an issue; include the process of stating a hypothesis, locating and gathering information, analyzing and synthesizing information, revising the hypothesis based on the data, and stating and supporting a conclusion[5]
* - Develop the ability to communicate effectively in groups, analyze group roles, and assume roles which help maintain the group and which help accomplish the task[6]
* - Identify cause and effect relationships
* - Distinguish between theory and its realistic application

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Use a valuing process to examine a historical or contemporary issue[7]
- Identify commonly held American values; indicate events in American history wherein these values came into play; rank them in terms of their importance
- Examine crucial decisions in American history; hypothesize about the values of the decision makers
- Establish a personal criterion for success; evaluate in terms of own society's criteria for success
* - Compare and contrast social, economic, or political values of a previous period with those of the present; draw conclusions as to why changes have occurred; make predictions about the impact of change on people and society in the future
- Identify examples of differences in values that have created divisions between groups of Americans
* - Examine American values as reflected in such areas as federal, state, and local government; examine and evaluate ways in which the government affects own personal life

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

- Select a particular aspect of school or community life that he/she thinks should be changed; prepare a strategy for effecting this change; implement this strategy; evaluate reasons for success or failure
- Given a list of American values, rank them in terms of personal importance; choose several and cite examples in which these values have been translated into action
- Participate in a simulation of a historical or contemporary political event; evaluate roles and decisions made
* - Given a variety of learning situations (home, school, community), make a choice of learning activities; participate in the activities chosen
* - Using various methods (inferences, checklists, contracts, logs, written evaluations, group discussions), participate in the evaluation of the student's performance
- Using criteria jointly agreed upon by teacher and self, cooperatively evaluate materials, methods, and instructional content; recommend improvements; devise plans for their implementation
* - Given training in group-process skills, participate in group activities; evaluate roles and responsibilities[8]

1 "Teaching Concepts," General Strategy Guidelines, Section C
2 "Decision-Making," General Strategy Guidelines, Section C
3 Ibid.
4 "Evaluating Data," General Strategy Guidelines, Section C
5 "Inquiry," General Strategy Guidelines, Section C
6 "Group Dynamics," General Strategy Guidelines, Section C
7 "Values and Moral Reasoning," General Strategy Guidelines, Section C
8 "Group Dynamics," General Strategy Guidelines, Section C

E L E C T I V E S

LEVELS 9 - 12

Sociology (2500)
Section B
September 3, 1974

Objectives

Levels 11-12 - Sociology (Elective-1 or 1/2 Credit)

Because our identities are in large part a product of the groups to which we belong, this course is designed to give the student a better understanding of those groups. The student will examine society as the interaction of groups, their function and influence, and become able to distinguish "fact" from myth and misconception. The student will also learn to employ data in exploring viable sociological alternatives.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Examine the process of socialization from the standpoint of own experience
* - Demonstrate an understanding of role and role conflict through participation in role playing, socio-drama, written or oral exercises
* - Apply sociological methods and their verification to the basic institutions in our society (family, government, economy, religion, education) and show how the interrelationship among these institutions might change
* - Differentiate between status and class and between rank and prestige in our society, and contrast these with other societies
* - Identify norms and sanctions of our society and identify deviant behavior

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Apply sociological methods and their verification to the basic institutions in our society (family, government, economy, religion, education) and show how the interrelationship among these institutions might change
* - Compare the behavior patterns of individuals in different cultures, and by the use of data develop some generalizations about the basic organization of society
* - Apply sociological analyses to social problems

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Compare the behavior patterns of individuals in different cultures, and by the use of data develop some generalizations about the basic organization of society

* All items listed are primary learning objectives for the program.

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* - Develop generalizations concerning the basic values held by the majority of Americans and show how changes in these values affect social institutions
* - Identify norms and sanctions of our society and identify deviant behavior

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Demonstrate an understanding of role and role conflict through participation in role playing, socio-drama, written or oral exercises
* - Develop a sociological survey to test a hypothesis

* All items listed are primary learning objectives for the program.

Objectives

Levels 11-12 - Economics (Elective-1 or 1/2 Credit)

This program is designed to help students to develop an understanding of economic principles and their application to the real world. The course utilizes a variety of media, both print and nonprint, and community resources, to encourage the development of analytical skills.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

- * - Identify basic economic concepts (factors of production, scarcity, supply and demand, market, command and traditional economies, business cycle)
- * - Identify and evaluate major areas of agreement and disagreement between labor and management and the impact on the economy
- * - Examine the major forms of business organizations, their advantages and disadvantages (conglomerate, corporation, partnership, sole proprietorship, cooperative cartel, multinational corporation)
- * - Describe the role of public and private financial institutions as they affect the expansion and contraction of the nation's economy through the use of monetary controls and other techniques
- * - Examine the role of government in establishing, influencing, and regulating economic goals by means of fiscal and monetary policies
- * - Identify and demonstrate ways in which economic developments affect the consumer in general and self
- * - Identify and demonstrate ways in which consumer groups attempt to affect economic policy
- * - Compare and contrast the underlying principles and value judgments of various economic philosophies (capitalism, socialism, Marxism and others)
- * - Demonstrate an understanding of international economic interdependence (e.g., balance of payments, tariff, favored-nation agreements)

II. Develop skills necessary to process information, to communicate, and to work with others.

- * - Generalize about the advantages and disadvantages of the major forms of business organizations (conglomerate, corporation, partnership, sole proprietorship, cooperative cartel, multinational corporation)
- * - Analyze value judgments made by government in allocation of resources in establishing, influencing and regulating economic goals by means of fiscal and monetary policies

* All items listed are primary learning objectives for the program.

00041

* - Identify, classify and evaluate various economic developments in terms of their effect on the consumer in general and self in particular
* - Identify, classify, and evaluate ways in which consumer groups attempt to affect economic policy
* - Apply basic economic concepts (factors of production, scarcity, supply and demand, market, command and traditional economies, business cycle) to a given economic problem and evaluate the applicability

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Identify and evaluate major areas of agreement and disagreement between labor and management and the impact on the economy
* - Examine the role of government in establishing, influencing and regulating economic goals by means of fiscal and monetary policies; analyze value judgments made by government in allocation of resources
* - Demonstrate how a knowledge of economics can help an individual in everyday living

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Interpret economic data to assist in an understanding of economic activity (production, distribution, and consumption of goods and services)
* - Through a simulation, experience the impact of the decisions of producer, consumer, government, and other forces on economic action
* - Identify and demonstrate ways in which economic developments affect the consumer in general and self
* - Demonstrate how a knowledge of economics can help an individual in everyday living

* All items listed are <u>primary</u> learning objectives for the program.

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Objectives

Levels 9-12 - Historical Archaeology (Elective-1 or 1/2 Credit)

Our identity as a society is partially based on our accumulated cultural heritage. Historical archaeology adds a tactile dimension to this concept, previously experienced only visually or verbally. At the same time, the course aids the student in acquiring a method of gathering, analyzing, and interpreting historical data, both artifactual and documentary.

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

- * - Explain and illustrate the following archaeological concepts: stratigraphy, function, context, structure, time/space, and behavior
- * - Recognize and identify major artifactual types associated with a given site
- * - Demonstrate an understanding of architectural design as a response to cultural and physical environment
- - Demonstrate an understanding of the development of archaeology as a discipline, and its relationship to other branches of the social sciences
- * - Identify and evaluate available documentation, and establish its relationship to a given site
- - Develop a basic knowledge of groups and activities related to the field of historical preservation

II. Develop skills necessary to process information, to communicate, and to work with others.

- * - Classify and order artifactual data
- * - Impose order, both horizontal and vertical, on an archaeological site
- * - Record and preserve the information and artifacts retrieved from a given site
- * - Develop a mastery of the techniques and tools of scientific excavation
- * - Use a mode of inquiry to investigate a given site, to include the process of stating a hypothesis, locating and gathering information, analyzing and synthesizing information, revising the hypothesis based on the data, stating and supporting a conclusion
- * - Work effectively in a group to accomplish a given task on an archaeological site

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

- Interpret architectural design as a response to cultural and physical environment
* - Hypothesize about human behavior patterns on the basis of archaeological evidence

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Apply learned skills by participating in an archaeological project (or a simulation of one)
- Evaluate materials, methods, and instructional content, and recommend improvements
- Participate in or support an organization or movement interested in historical preservation
- Compare and contrast life-styles revealed by archaeological investigation to contemporary life-styles, and draw conclusions as to why changes have occurred

Objectives

Levels 11-12 - Psychology (Elective-1 or 1/2 Credit)

This course offers an introduction to psychology as a behavioral science. It examines patterns and variations of human behavior and the process of individual human development. (Course participants will not engage in individual or group therapy involving encounter/sensitivity activities or in psychotherapy and psychotherapy techniques.)

THE STUDENT WILL:

I. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.

* - Recognize psychology as a behavioral science
* - Distinguish among the various major schools of psychology and their associated methods of investigating human behavior
* - Examine and relate the emotional, intellectual, and physical factors which influence the development of the individual human being
* - Recognize and evaluate representative theories of learning and motivation such as those of Piaget, Skinner, and Gestalt, and theories of personality such as those of Allport, Adler, Fromm, Maslov

II. Develop skills necessary to process information, to communicate, and to work with others.

* - Develop the ability to think critically; demonstrate effectively oral, written and visual communication
* - Evaluate and summarize different points of view reflected in primary and secondary source materials
* - Use a mode of inquiry to investigate an issue; include the process of stating a hypothesis, locating and gathering information, analyzing and synthesizing information, revising the hypothesis based on the data, and stating and supporting a conclusion
* - Identify cause/effect relationships and distinguish between value and fact

III. Develop an understanding and appreciation of beliefs, values, and behavior patterns.

* - Examine and evaluate the principles of human communication and interaction including interpersonal relationships, adjustment and mental health

* Asterisked items indicate primary learning objectives for the program. Non-asterisked objectives provide enrichment opportunities.

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* - Examine and relate the emotional, intellectual, and physical factors which influence the development of the individual human being
* - Compare and contrast animal and human behavior

IV. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

* - Apply knowledge, skills, and values to contemporary socio-psychological problems
- Select a particular aspect of school or community life that he/she thinks should be changed; prepare a strategy for effecting this change; implement this strategy; evaluate reasons for success or failure
* - Using various methods (inferences, checklists, contracts, logs, written evaluations, group discussions), participate in the evaluation of own performance
* - Using criteria jointly agreed upon by teacher and student, cooperatively evaluate materials, methods, and instructional content; recommend improvements; devise plans for their implementation
* - Given training in group-process skills, participate in group activities; evaluate roles and responsibilities

Objectives for additional electives are in the process of being developed.

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PROGRAM OF STUDIES

SOCIAL STUDIES

SECTION C

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I. GENERAL STRATEGY GUIDELINES K-12

A. TEACHING CONCEPTS

A concept is a mental image of something that is triggered by the word that represents that concept. Some concepts are very simple and concrete (dog, boat, man). Others are very complex and abstract (institution, role, modified market economy, mores). Within the scope of social studies education, there are many important concepts. They are important ideas about which man can generalize. The generalizations that one makes about a concept are based on the study of content that is illustrative of the concept. This process can be graphically illustrated:

Facts ⟶ Concepts ⟶ Generalizations

If a teacher wished to have students make some statements about the concept "conflict" in general (the generalization), he or she would have the student investigate several examples of conflict, so that there would be a basis for the generalization. For example, one might study several otherwise seemingly unrelated events; the American Civil War, the Cuban Missile Crisis, the Boxer Rebellion, and United States involvement in Vietnam. What relates these events is the concept: conflict. All four events (content) are examples of societal conflict. The student's goal will be not only to understand the facts and interpretations of the events themselves, but also to use his or her understanding about these events as examples of societal conflict. Examples of such generalizations may be "conflicts in society result from social change," or "societal conflicts grow out of unstable conditions." These generalizations then become statements to be tested by the study of other examples of conflict.

STRATEGIES FOR CONCEPT TEACHING

How does one teach a concept? Obviously, one never learns all there is to learn about any concept. However, teachers can use strategies to help students build models of their ideas.

1. Teaching Concepts, Levels K-3

Concepts begin with involving children with concrete materials and first-hand experiences. Once this initial step has been mastered, the teacher has the child work at the semi-abstract level (pictures, etc.). The final state is abstract thinking which involves thinking and talking.

By observing children in the "Block Center" the teacher will be able to identify the stage of development at which the child is functioning.

a. Using the Block Center for Developing a Concept (Example: Landscape)

After their first exploratory sessions of handling and stacking blocks, young children quite naturally begin to copy the landscape around them. They build roads, airports, houses, and zoos. They represent land forms

and water if the teacher is on hand to help find materials. The teacher's role is to observe and assess the level of the children's thinking and to offer a new piece of material or a stimulating remark or question in order to facilitate further learning of the concept of landscape.

As happens so often in teaching, additional learnings are likely to take place. For example:

- The children assimilate a "feeling" for relative location and symbolic representations which is basic to map skills.
- They have many opportunities to learn and practice cooperative social skills.
- A specialized vocabulary for social studies concepts evolves from their talking with each other and with the teacher (crowded/empty, urban/rural, high/low, water/land, industrial/residential, town/country).

b. Brainstorming

Teaching primary concepts by brainstorming (example: human needs)

Brainstorming is a process of gathering a great deal of information about something. The teacher could begin using this technique after children are past the concrete stage of development.

1. Teacher tells the students to find as many pictures as they can representing things they feel are necessary in order to live. (Have the children work together in small groups of five or six.)
2. Chairpersons share their group's findings with the total class.
3. Teacher guides the students to see similarities in all the pictures found.
4. With teacher guidance the children discuss how to group items into categories and name each category.

Samples of categories could be:

Food	Shelter	Natural Resources
meat	tents	water
milk	houses	air
fruits	apartments	sun

2. Teaching Concepts, Levels 4-12

a. Brainstorming (Examples: Shelter, Conflict)

One method of building a conceptual model is through brainstorming and classifying student responses. Brainstorming is a process of rapidly gathering a great deal of information about something.

1. Tell the students to state as many things as they can think of when you say a certain word. Say a concept trigger word (for example, "shelter").

2. Write all student responses on the board.

3. Ask students if they see commonalities among the words or phrases on the board. Guide the students through the process of classification and label the categories found. For example:

Brainstorming Model (Elementary)

Words that come to mind when shelter is mentioned:

igloo
tent
trailer
rain
tree
protection
safety
warmth
van
security
den
lair
treehouse
teepee
barn
pup-tent
rent
buy
doghouse
brick
stone
mortgage
lease
home
house
condominium
townhouse
duplex
rambler
camper
house boat
junk
cave
villa
mansion
castle
palace
nest
kennel
grass
zoo
clay
clubhouse
patio
gazebo
pavillion
carport
garage
shed
hut
cabin
lodge
family
storm
snow
hogan
apartment
skylab
rocket
submarine

Categories:

Animal Shelters

zoo
den
lair
barn
kennel
doghouse
nest
cave

Recreation

tree
treehouse
camper
clubhouse
lodge
hut
cabin

Portable Shelters

van
trailer
tent
teepee
pup-tent
camper
houseboat
junk
skylab
rocket
submarine

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Protection from Elements	How You Feel	Homes in Community
rain	protection	house
snow	safety	condominium
storm	security	townhouse
		duplex
		rambler
		mansion
		apartment

Ways of Paying	Shelter for Things	Materials
rent	carport	grass
buy	shed	brick
lease	garage	clay
mortgage		stone

Foreign Homes	Outside Parts of Home	People
igloo	patio	family
villa	gazebo	
castle	pavillion	
palace	shed	
hogan		

Children generalize about the categories, such as:

Animals and people live in shelters. Shelters sometimes cost money. Shelters protect us. Some shelters protect us and move. Not all shelters are alike. They are made of different materials.

These statements become hypotheses to be tested. Some of the generalities may be incorrect. They should be checked as they are studied.

Brainstorming Model (Secondary)

Words that come to mind when conflict is mentioned:

war	fear
fight	force
anger	win
battle	pain
problem	hostility
struggle	differences
compromise	territory

Categories:

Reasons	Results	Type
anger	win	war
problem	pain	fight
struggle	hostility	battle
fear	compromise	
differences		
territory		

The result of this process will be several groups of descriptors of conflicts. For example, conflict is caused by anger, fear, need for territory, etc. These broad descriptions become a hypothetical model of the concept. These general statements about conflict are subject to revision as students study examples of conflict, i.e., the level objective(s) which has conflict as its (their) organizing concept.

b. Interview-Graphic Model

A second method of building a conceptual model is the interview-graphic model technique. The basic idea for this technique was first developed by Dr. Barry K. Beyer of Carnegie-Mellon University.

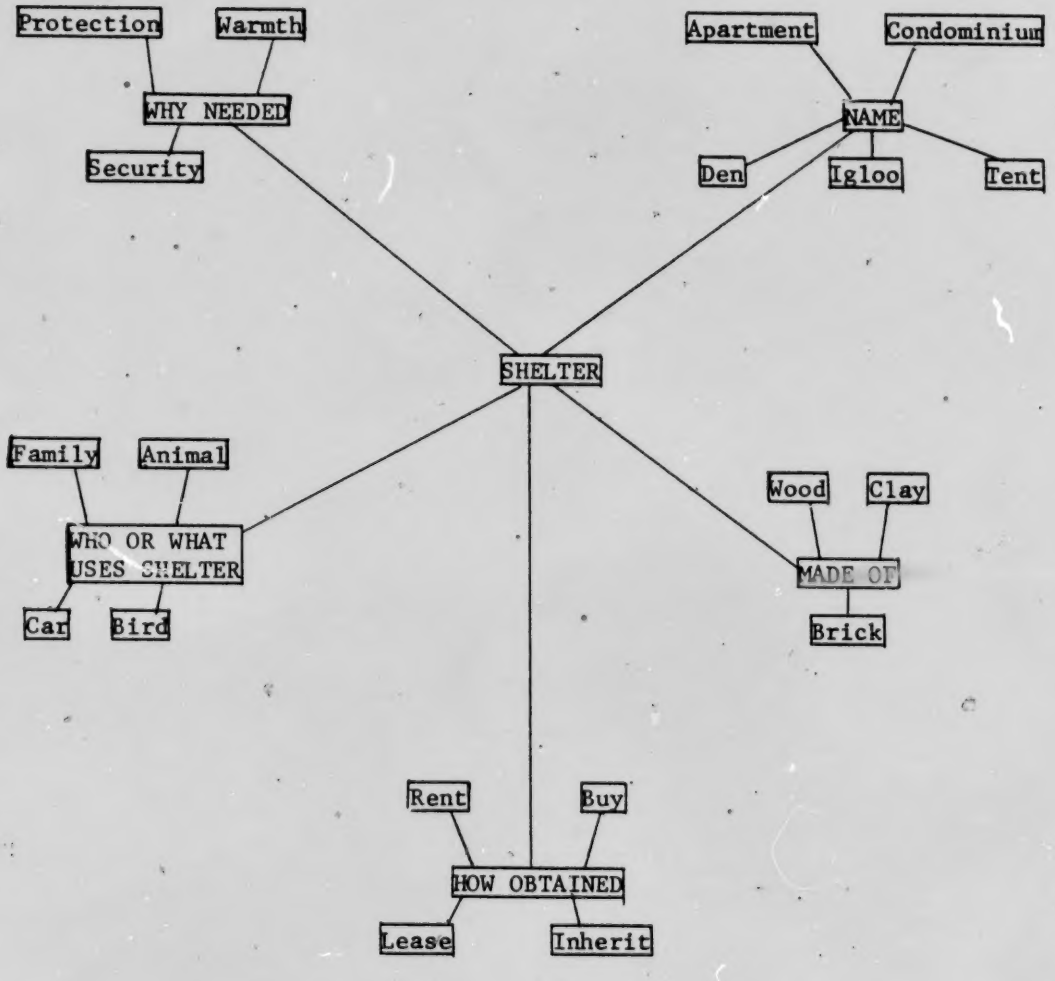
(1) Elementary

Using the example of the concept "shelter," organize members of the class into pairs. Each child interviews his/her partner, asking the questions below about shelter (each child selects a type of shelter), and recording the other's response.

This form may be used:

<table>
<tr><td colspan="2">A. Think of a kind of shelter.
B. Ask your partner the following questions about his/her example, and record the responses in the space provided.</td></tr>
<tr><td>1. What is the name of your shelter?</td><td>2. What is your shelter made of?</td></tr>
<tr><td>3. How did you obtain your shelter?</td><td>4. Who or what uses your shelter?</td></tr>
<tr><td colspan="2">5. Why is your shelter needed?</td></tr>
</table>

After each pair has concluded its interviewing, teacher directs and records responses on the board using a chart form. From this data you make a concept model such as:

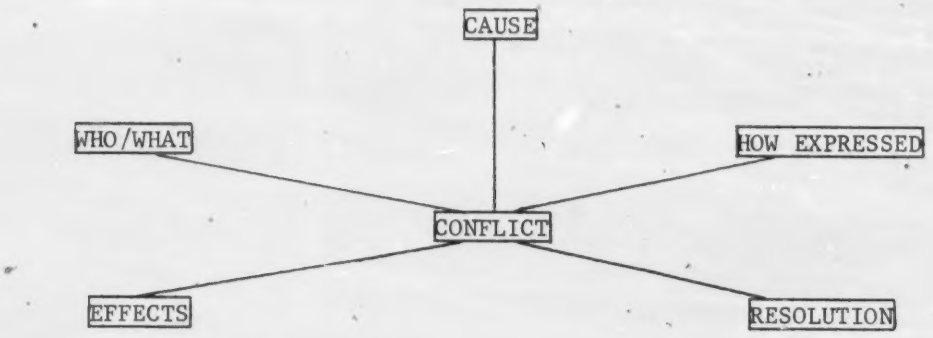


(2) Secondary

Using the example of the concept "conflict," decide what you believe to be the most significant questions to ask about conflict. (What questions must students consider about several conflicts in order to understand conflict in general?) For example, the teacher might consider the following most important:

- Who/what are in conflict?
- What caused the conflict?
- How was the conflict expressed?
- What were the effects of the conflict?
- How was the conflict resolved? If not resolved, why not?

These questions are depicted on a graphic model like this:



- Tell each member of the class to think of one specific example of conflict (historical or contemporary conflict, either personal or societal).

- Organize members of the class into pairs.

- Have each pair member interview the other, asking the five questions listed above, and recording the other's responses. Students could use a form such as the following:

A. Think of an example of conflict.

B. Ask your partner the following questions about his/her example, and record the responses in the space provided.

1. Who/what was in conflict?	2. What caused the conflict?
3. How was the conflict expressed?	4. What were the effects of the conflict?
5. How was the conflict resolved, or why was it not resolved?	

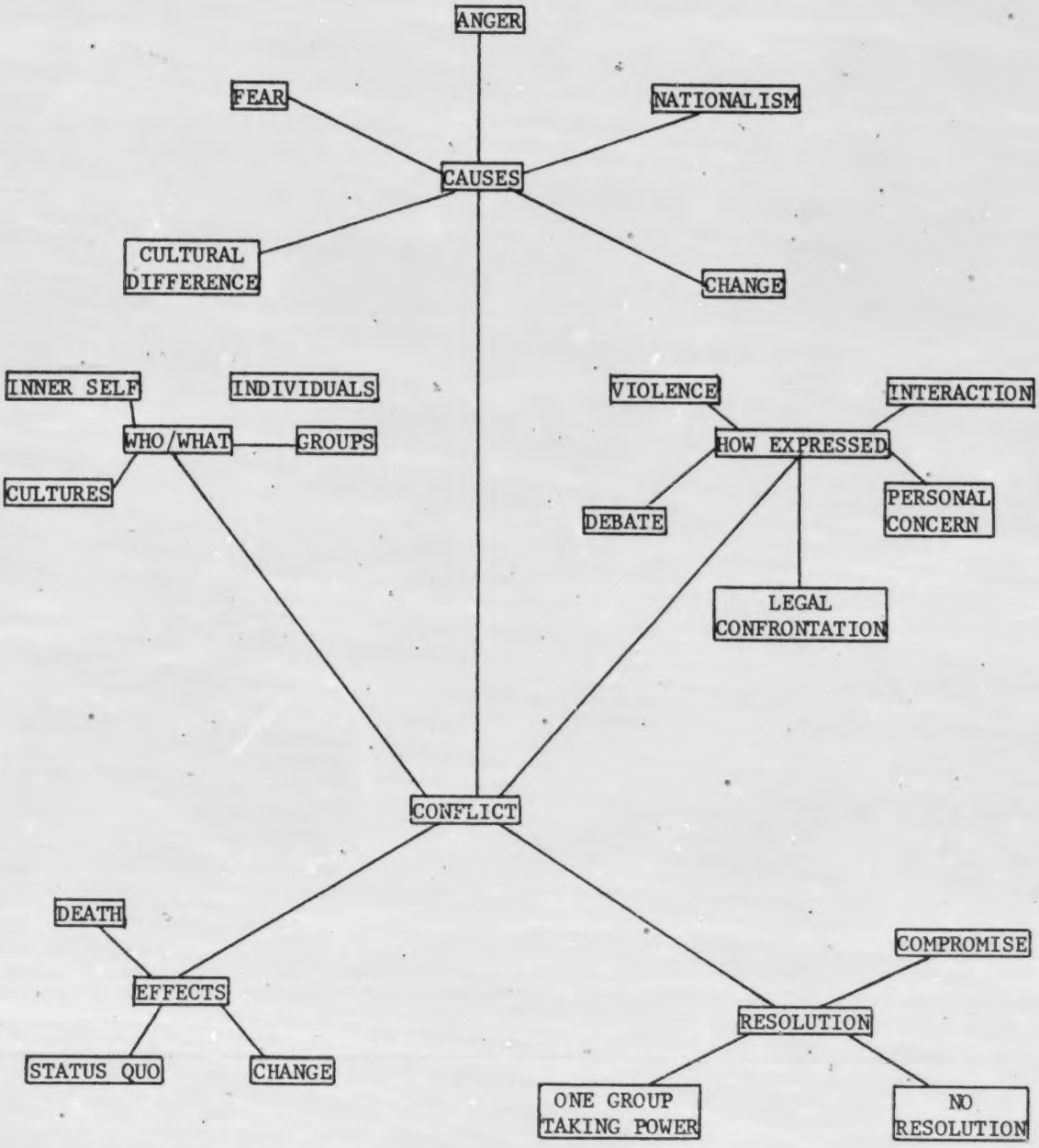
- After each pair has concluded its interviewing, list all students' responses to each question on the board.

- After all the data is listed, organize the class into five groups for the purpose of classifying the data.

- Assign each group to one of the five data lists. Explain that the purpose of classifying is to find likenesses in data and thereby reduce its amount so it is easier to work with. Ask each group to classify all the data in their list into several categores.

- The result of this process should provide a list of (a) the kinds of things that can be in conflict, (b) the kinds of things that can cause conflict, (c) the kinds of ways conflict can be expressed, (d) the kinds of effects conflict can have, and (e) the kinds of resolutions to conflict that are possible.

- Expand the graphic model to include these categories. The model might look something like the following:


ANGER
FEAR
NATIONALISM
CAUSES
CULTURAL DIFFERENCE
CHANGE
INNER SELF
INDIVIDUALS
WHO/WHAT
GROUPS
CULTURES
VIOLENCE
INTERACTION
HOW EXPRESSED
DEBATE
PERSONAL CONCERN
LEGAL CONFRONTATION
CONFLICT
DEATH
EFFECTS
STATUS QUO
CHANGE
COMPROMISE
RESOLUTION
ONE GROUP TAKING POWER
NO RESOLUTION

What you have now is a tentative (hypothetical) conceptual model of conflict. This graphic model can also be translated into expository form. Students can hypothesize that all conflicts have certain kinds of causes, effects, etc.

Since the model is based on the students' own data, it will likely be inaccurate to some extent. This is true of all hypotheses. The students should now apply this model of conflict to the topic being studied: revolution, Civil War, sociological conflict, etc. Students should test the model against the data gathered on the topic and revise accordingly.

(3) Other Concepts, Other Questions

Following are some suggested model-building questions for five other concepts.

Power-Decision Making

(a) Who/what has power? Who makes decisions?
(b) How did they/it get power? How did they/it get into a decision-making role?
(c) Who/what is controlled by the power? What decisions are made?
(d) What are the effects of the power? Who/what is affected by the decision?

Change

(a) Who/what changed?
(b) What caused the change?
(c) How was the change expressed?
(d) What were the effects of the change?

Interaction

(a) Who/what are interacting?
(b) Why are they interacting?
(c) How is the interaction expressed?
(d) What are the effects of this interaction?

Adjustment

(a) What conditions caused the need for adjustment?
(b) Who/what is adjusting?
(c) How is the adjustment expressed?
(d) What are the effects of the adjustment?

Valuing

(a) Who/what is doing the valuing?
(b) What are the value sources?
(c) What value(s) is (are) involved?
(d) How is the value expressed?
(e) What are the effects of the valuing?

3. Concept Identification Technique

A third method of teaching a concept or building a conceptual model in the minds of students is through a concept-identification exercise. (Peter H. Martorella, Concept Learning in the Social Studies, Scranton, International Textbook, 1971.)

Part 1 -- Provide students with three sketches, cartoons, paragraphs, etc., all of which deal specifically with an idea (e.g. conflict.) Do not tell them that the data deals with this idea.

The students will read each of the three pieces of data carefully and focus in on the idea (concept) that all three have in common, although the data in each is different.

Have students answer the following:

a. Give a name to the idea (concept) that you have just inferred.

_____

b. Describe in a sentence or two the general characteristics (or definition) of the concept that you have just inferred and named.

_____
_____

Part 2 -- Provide students with three more pieces of data, two of which illustrate concepts different from those in Part 1 and one illustrating the same concept.

Have the students answer the following question:

From Part 2, record the number of the sketch or piece of data which illustrates the concept that you inferred in Part 1. _____

Part 3 -- Create your own sketch (essay, graphics, etc.) illustrating the concept that you have just inferred in Parts 1 and 2.

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Make your sketch as specific as you can. Use any data you wish and do not be concerned if some of your data is inaccurate. You are to focus on illustrating just the concept that you have inferred in Parts 1 and 2. By developing your own sketch with different data, you are demonstrating that you can apply the concept. You should now apply your understanding of the concept to topic (learning objective) being studied and modify accordingly.

Concept-Identification Exercise

Record Sheet

RECORD SHEET

Part 1:

1. Give a name to the concept that you have just inferred. (Write in box.) [ ]

2. Describe in a sentence or two the general characteristics (or definition) of the concept that you have just inferred and named.

_____

_____

Part 2:

3. From Part 2, record the sketch number of the sketch which illustrates the concept that you inferred in Part 1. (Write in box.) [ ]

Part 3:

4. ON THE BACK OF THIS SHEET create your own sketch illustrating the concept that you have just inferred in Parts 1 and 2.

B. VALUES AND MORAL REASONING

Values are ideas which are recognized to be standards of conduct, merit, or worth which a person or a society endorses and tries to live by and maintain. As a major component of social studies education, value issues cannot be ignored by the curriculum. A teacher does not impose his/her own personal value system on students as part of the instructional program. It is important however for students to:

- Recognize values commonly held by members of his/her society and other societies.
- Clarify own values.
- Recognize when value conflicts exist or have existed in relation to social issues.
- Improve moral reasoning by resolving real or simulated moral dilemmas.

1. Recognizing Values

a. After studying a period of history or a culture, students make a list of values and rank them in order of importance to the people of the era or culture.

b. Select a film, story, situation, or event dealing with values:

(1) Describe what the key figure(s) did.
(2) Give reasons key figure(s) had for doing what was done.
(3) Show what these reasons tell about what is important to the key figure(s). Infer one possible value the key figure(s) might hold.
(4) Have students tell what this shows about what they believe is important.
(5) Have students hypothesize about what they might have done in a similar situation.
(6) Have students state differences and similarities in what key figure(s) and students think is important.

2. Clarifying Values

Raths and Simon have stated that values are more than attitudes and feelings.[1] They have recommended seven criteria for recognizing a value. According to their definition, a value is something which a person:

a. Chooses freely.
b. Chooses from alternatives.
c. Chooses after rationally considering the consequences of each alternative.

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[1] Louis Raths, Merrill Harmin, and Sidney B. Simon, Values and Teaching, Columbus, Ohio: Merrill, 1966.

d. Cherishes and is satisfied with.
e. Affirms publicly.
f. Acts on.
g. Establishes as a pattern of behavior by acting on it consistently.

To help students understand what their values are, it is necessary to give them opportunities to practice these seven value processes, i.e., to practice choosing values from alternatives, stating their beliefs etc. Simon has identified a number of classroom values clarification activities designed to give students practice in one of these seven valuing processes.[2]

3. Value Conflicts

Often two or more values come into conflict. For example, belief in freedom of speech and belief in nonviolence could conflict if a person's speech is believed clearly to be an incitement to riot with violence as a clear and present danger. In exploring such a value conflict, students might use the following process.[3]

a. Define the value terms involved and their essential characteristics (freedom of speech; nonviolence).
b. Identify and state alternatives or options open to key figure(s) in situation.
c. Predict consequences that could happen to key figure(s) depending on course of action he/she (they) follows. Provide evidence for prediction.
d. Evaluate consequences that might result if the policy in question is followed. Evaluate consequences in light of specified criteria. (Would consequences be desirable? Why?)
e. Justify the criteria.
f. Identify a similar situation in which student was involved and what happened.
g. State what else could have been done in the situation.

4. Improving Moral Reasoning

Lawrence Kohlberg, a psychologist, has developed a theory of moral reasoning widely accepted by social studies educators. Kohlberg has identified six stages of moral reasoning, each representing a higher reasoning level. Kohlberg has discovered that:

a. Stages are sequential.
b. Stages cannot be skipped.
c. All people progress through the same sequence of stages.

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[2]Sidney B. Simon, Values Clarification: A Handbook of Practical Strategies for Teachers and Students, New York: Hart, 1972.

[3]Jack Fraenkel, Helping Students Think and Value, Englewood Cliffs, N.J.: Prentice-Hall, 1973, pp. 238-243.

d. Reasoning more than one stage beyond the child's level is not understandable to the child.
e. Reasoning at a stage below the child's level will not cause the child to regress.
f. Progression through the stages is not automatic.

Kohlberg has discovered that children will be helped to progress through the stages by being presented with conflicting moral dilemmas, by discussing with classmates what the people facing the dilemmas should do, and by hearing and discussing reasons with each other. It is important to provide opportunities for children to discuss open-ended conflict dilemmas so that they can be exposed to reasoning at stages one level higher than their own.

Teachers can create their own dilemma situation related to classroom or personal problems or to content being studied. (Should a child tell his/her parent about the wrongdoing of a brother? Should Truman drop the atomic bomb to save the lives of American soldiers?) Or they may wish to use material available from publishers or curriculum projects.[4]

Six Stages of Moral Reasoning

Kohlberg states that a person makes moral decisions on the basis of:

Stage 1 - Whether it is likely to cause punishment or reward.

Stage 2 - Reciprocity; i.e., what is appropriate for others is appropriate for me.

Stage 3 - What he/she thinks a "good" person would do: What one believes authority figures want.

Stage 4 - What authority and the social order require. Rules are important.

Stage 5 - Majority will, the constitution, the social contract.

Stage 6 - Conscience, universal principles; mutual respect and trust.

Area resource teams and subject specialists can provide more information on Kohlberg's theory and ideas for adapting his ideas in the social studies curriculum.

[4] First Things: Values is a sound filmstrip series, useful at elementary levels, especially primary. Guidance Associates, Pleasantville, N.Y.

Moral Reasoning, Xerox Education Publications, Columbus, Ohio, is a 40-page pamphlet with case studies for Levels 7-12.

C. DIAGNOSING AND DEVELOPING SKILLS

A basic strategy sequence for skill diagnosis and development is:

1. Identify the skill appropriate to the task.
2. Administer a diagnostic instrument which is simple to administer and check.
3. Divide the class into groups according to degree of mastery.
4. Set up activities for students who were successful, which permit them to apply their skills to content under study. This allows time for the teacher to teach the skill to those students who have not yet mastered it.
5. Establish a system for recording the skills program for each student. One way would be to develop a chart for the class, listing the skills for the program across the top and student names down the side. As each student masters a skill, he/she is checked off. This enables the teacher to identify quickly skill deficiencies of individual students and of the class as a whole.

The following is a sample diagnostic instrument.[5]

Skill: Distinguishing between statements of fact and statements of opinion

Directions: Place an F beside statements of fact and an O beside statements of opinion. (The teacher should read the items aloud to prevent reading ability from being a factor.)

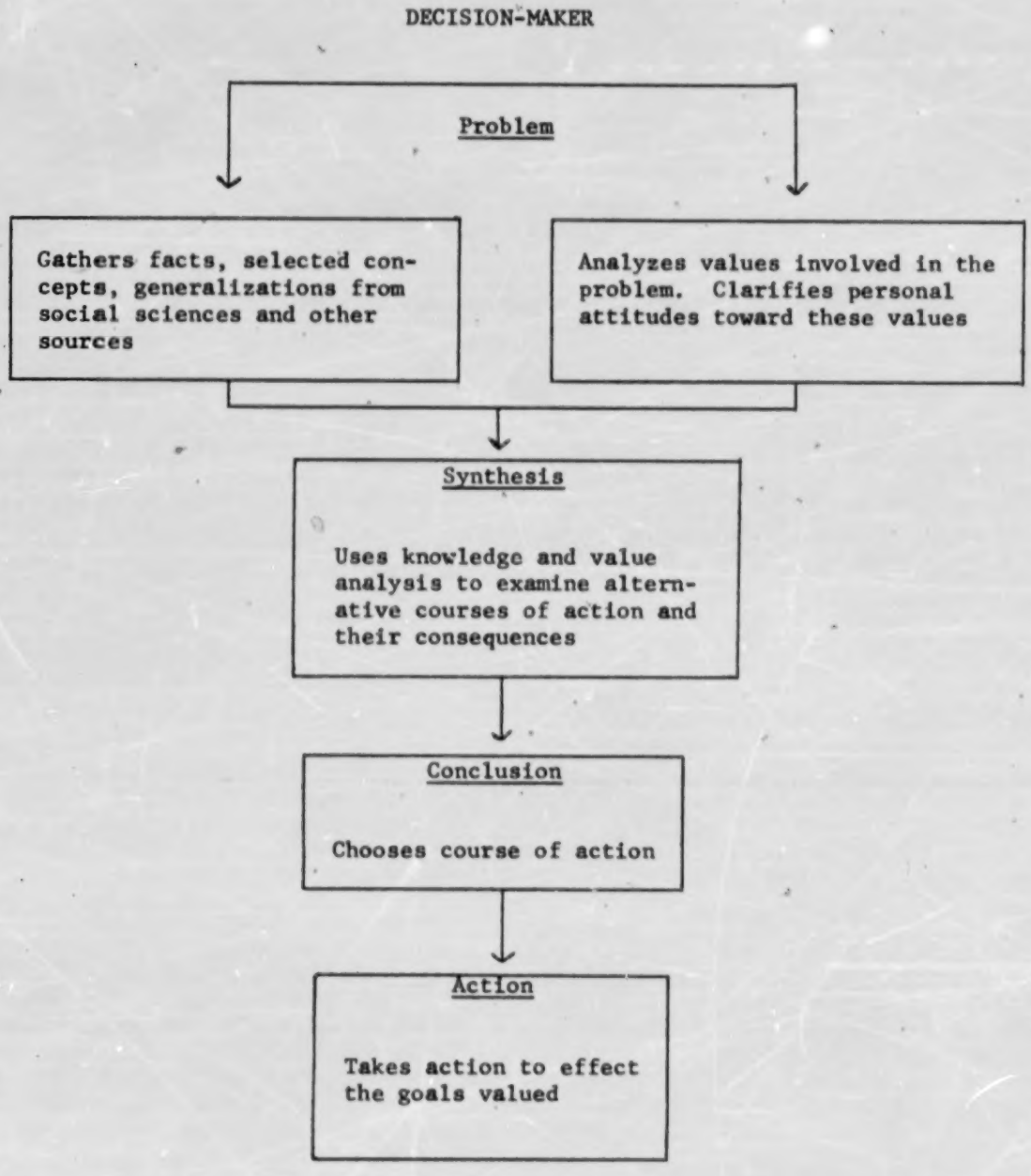
1. _____Fairfax County is in Virginia.
2. _____The Bushmen live in Africa.
3. _____Ralph Nader is America's greatest consumer advocate.
4. _____Seattle is northwest of Miami.
5. _____Richard Nixon was a great president.

[5]For further examples, see Selected Items for the Testing of Study Skills and Critical Thinking, Washington, D. C.: National Council for the Social Studies, 1971.

D. DECISION-MAKING

Social studies education is supposed to help young citizens to become rational decision-makers so that they can resolve personal problems and influence public policy through effective social action.

The outline below depicts a decision-making process.


DECISION-MAKER
Problem
Gathers facts, selected concepts, generalizations from social sciences and other sources
Analyzes values involved in the problem. Clarifies personal attitudes toward these values
Synthesis
Uses knowledge and value analysis to examine alternative courses of action and their consequences
Conclusion
Chooses course of action
Action
Takes action to effect the goals valued

Decision-making in the classroom may take place in a variety of ways:

1. Given a situation (game, role-playing, community activity) student/group establishes, or has established for it, specific goals for the activity. Facts are gathered and evaluated in view of the goals determined and the individual's/group's values. Various courses of action and their consequences are considered. A course of action is selected in terms of goals valued.

2. One student/group compares decisions made in classroom setting with those of another student/group. Student/group compares similarities and differences and analyzes and determines why, in a given situation, decisions may vary.

3. Student/group analyzes decision-making process followed in historical event such as a declaration of war, passage of Social Security Act, appointment of Supreme Court justices. Student/group researches the event. Student/group discusses whether, given the same data, a different decision might have been reached, and justifies. This activity can be carried out in a variety of ways including role-play, panel discussion, etc.

E. SOCIAL PARTICIPATION

Social participation is one of the four major components of the social studies curriculum. It is not enough to have children know things, master skills, and understand values. It is important to help students apply knowledge, skills, and values to issues in the real world. This can be done by simulating these issues in the classroom, using the school and community as a participatory laboratory, or encouraging student action outside school time. Social participation gives students the opportunity to transfer classroom learning into school and community action.

For example, students can:

1. Become involved in peer-group activities.

    a. student government
    b. clubs and organizations
    c. school problems and issues
    d. classroom activities, discussions, role-playing

2. Become involved in community activities.

    a. local action groups
    b. human relations, Head Start, hospital work, tutoring programs, etc.
    c. political activities: registering voters, volunteering for campaign activity, etc.

3. Gain increased awareness of the ability to effect change.

    a. involvement in state and national politics
    b. seeking out problems that need solutions and acting to find solutions

F. GROUP DYNAMICS

Group dynamics is concerned with processes of interaction within a group and with the roles that individuals play in groups.

All groups have leaders and followers. Other group roles are blockers, dominators, initiators, railroaders, comedians, etc. Students should be helped to be aware of their roles and how they affect group behavior. They should also be helped to understand maintaining group solidarity. These objectives can be accomplished through games, role-playing, exercises on reaching consensus, and other techniques. Students and teachers need to understand that the arts of discussing and solving problems in groups are arts which require training and mastery of "group dynamics" skills; these processes are just as important as the substantive solutions that students aim at. Area resource teams and subject specialists can provide concrete ideas on teaching group dynamics.

The following are examples of group dynamics strategies:

1. Recognizing group roles

   a. Write selected roles on sheets of paper (leader, initiator, information giver, blocker, dominator, question asker, etc.). Give one sheet secretly to each student.
   b. Give the group a problem to solve.
   c. Tell each student to play his/her role while the group attempts to solve the problem.
   d. After about 15 minutes, stop the discussion.
   e. Have group members try to identify the roles that each played.
   f. Have students discuss how a group should deal with each role, which roles promoted group solidarity, what roles hindered group solidarity.
   g. Ask the group what they learned about the roles people play in groups.

2. Observing and analyzing group behavior: The Fishbowl

   a. Divide the class into two groups.
   b. Place one group in a circle and assign a topic to discuss.
   c. Place the other group in another circle outside the discussion circle. Assign each student in the outer circle one student to observe. They should observe such things as:

      (1) Was the student you watched a leader or follower?
      (2) How often did the student speak?
      (3) Was the student interrupted? Did the student interrupt others?
      (4) Did the student participate actively? Did the student withdraw?

   d. After a few minutes, stop the discussion.
   e. Have members of the outer circle give feedback to members of the inner circle. You may wish to share feedback

to the group in a whole rather than mentioning names of individual students.

f. After the feedback, have the two groups exchange places. Repeat the process.

g. Ask the students what they have learned about group behavior.

3. Reaching group consensus: Stop Action

a. Divide students into groups of five.

b. Give each student a list of ten opinion statements on a topic.

c. At the top of the page, write:

(1) Agree strongly
(2) Agree
(3) Neutral/no opinion
(4) Disagree
(5) Disagree strongly

d. Tell each group they have 15 minutes to reach consensus on as many statements as possible. Tell each group to select a recorder who will record the appropriate number (1-5) beside the statements on which the group reaches consensus. Explain that consensus is not a majority; it is a position that every member of the group can accept.

e. After eight minutes tell each group to stop.

f. Have each group take five minutes to discuss the following questions:

(1) Do you need a leader? Do you have one? How did he/she get to be one?
(2) Is everyone participating? Have any ideas been passed over?
(3) Does the group have a plan for making its decisions? (Did you decide how to decide before you started deciding?)
(4) How can the group function more efficiently?

g. After five minutes, have the group go back to the task.

h. After eight minutes, stop the group.

i. Discuss how each group functioned. Did they function more effectively after analyzing their group's procedure?

j. Ask the students what they learned about group process.

4. Magic Circle technique (Elementary)

In the Magic Circle technique, the students and their teacher (facilitator-leader) verbally explore themselves and each other through group interaction. They share feelings, learn to listen

and observe others, improve communication, and understand responsibility for the effect of each's behavior.

Guidelines for the circle:

a. Students sit in a circle.
b. One person speaks at a time.
c. Person speaks on the topic.
d. No value judgments are made.
e. Student should be encouraged but not forced to speak.
f. Length of time per circle depends on interest of students.

Sample topics for circle:

a. I feel happy when_____.

b. I'm afraid of_____.

c. One way I helped was_____.

d. I get into trouble when_____.

e. A friend is_____.

G. OPEN TEACHING/LEARNING

This approach to teaching and learning is not limited by the physical environment. It is an attitude incorporating access for students to a wide variety of learning techniques and materials. Open teaching and learning can be employed in either a self-contained or a physically open classroom.

Following are some ideas and terms commonly associated with open education:

1. Integrated Curriculum

An interdisciplinary theme, such as the westward movement or conflict, can be used to teach a total unit or curriculum. For example, the westward movement can be used as a central idea to teach the following:

Social Studies - identifying reasons for moving, people involved, routes followed, problems encountered, decisions made, etc.
Mathematics - measuring distances, keeping statistics, interpreting graphs and charts
Language Arts - discussing and writing diaries, letters; reading documents; spelling; vocabulary
Music - performing songs and dances of the period; examining and playing instruments of the period
Science - identifying climatic conditions, flora and fauna of the prairie, food sources; examining principles of machinery, medical science of the period, sanitation
Foreign Language - learning and tracing terms used by different immigrant groups
Physical Education - participating in games and dances of the period

2. Facilitator

A term used to describe the teacher's role in an open learning environment. The facilitator might function in any or all of the following ways:

- provide resource help to assist students in learning
- diagnose students' individual needs
- provide a variety of materials, activities, approaches to suit individual needs
- involve students in self-evaluation
- guide and show interest in students as individuals

3. Learning Center

A visually attractive, specialized area, such as a table, that contains multilevel and multimedia materials or activities, directions

for their use, and a means for recording work completed. There may be multiple centers in the same room, emphasizing one or more learning objectives dealing with content, skills, values, or social participation. A center can be used by small groups or individuals.

4. Learning Activity Package (LAP)

A learning activity package is a method of individualizing instruction. It is a written, attractively packaged series of activities which allow for some choice by students. LAPs usually include:

a. Rationale - a brief statement of the purpose of the LAP.
b. Objectives - indicating what the student should be able to do after the completion of the LAP.
c. Pretest - to help student determine which LAP activities to pursue.
d. Series of activities, some required, some optional. Each activity indicates:

   (1) What the student is to do.
   (2) Where he/she is to do it.
   (3) Whether the activity is individual or done with a group.
   (4) Material needs.
   (5) Provision for teacher to initial completion of the activity.

e. Posttest.
f. Student evaluation of the LAP

Activities should provide for:

a. Use of various media.
b. Various learning styles.
c. Various levels of difficulty.

Area resource teams and subject specialist can provide additional information and sample LAPs.

5. Contract

A contract is a method of individualizing instruction. It is a written agreement between teacher and student(s) in which the student(s) makes a commitment to accept responsibility to satisfactorily accomplish agreed-upon tasks. A contract may be simple or complex. A sample contract follows:

Beginning Date _____

Completion Date _____

I agree to do the following as fulfillment of the objective for the unit on _____:

1. Read _____
2. Draw a picture of _____
3. Distribute a survey of _____, etc.

Student Signature _____

Teacher Signature _____

6. Record Keeping and Evaluation

In an open teaching/learning environment, accurate record keeping is essential. Some techniques that have proved successful are:

a. Individualized folders - include completed diagnostic instruments, samples of student work, evaluations, contracts, etc.
b. Anecdotal records - index cards on which teacher writes brief observations about individual student progress during or after class.
c. Checklist chart - list skills or tasks across the top and student names down the side. Teacher checks off student accomplishments, skills mastered, etc. This provides an indication of general class needs and of individual weaknesses and strengths.
d. Student-teacher conference - conferences held frequently can be used to assess student needs, progress, and problems
e. Student recorded progress sheets - students record their accomplishments during a specified period of time.

Two examples of individualized group self-evaluation are the Classroom Environment Checklist and Learning in a Small Group: What's Going On? Both examples are drawn from Social Education, Washington, D.C., National Council for the Social Studies, February, 1974.

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SAMPLE INSTRUMENT: CLASSROOM ENVIRONMENT CHECKLIST

Name _____

Date _____

I. If I had to describe thix activity/unit/course, I would use the words (check no more than two from this list):

_____easy
_____confusing
_____hard
_____makes me think
_____fun
_____not very important
_____boring
_____my favorite subject
_____important to me
_____related to problems today
_____interesting
_____other (What is it? _____)

II. During the last three weeks in this class I spent most of my time (check three answers):

_____listening to what was being said
_____bored
_____interested
_____asking questions
_____answering the teacher's questions
_____confused
_____learning a lot of things I never knew before
_____wishing we could go more slowly
_____wishing we could go faster
_____wanting more information
_____taking part
_____other (What is it? _____)

III. During the last three weeks my class spent a lot of time (check three answers):

_____reading
_____writing answers to questions
_____having whole class discussions
_____listening to the teacher
_____answering the teacher's questions
_____working in small groups
_____taking notes
_____doing role-play, debates
_____doing projects
_____other (What is it? _____)

IV. I learned the most in this activity/unit/course when I (check three answers):

_____read the books
_____listened to the ideas of other students in my class
_____talked about my ideas with a small group
_____listened to the teacher
_____gave my own opinions
_____asked questions
_____did the written exercises
_____answered questions
_____discussed with the whole class
_____did small-group projects
_____other (What is it? _____)

V. What I liked best about this activity/unit/course was:

VI. What I liked least about this activity/unit/course was:

VII. During class I find it hard to (check as many as you wish):

_____understand what I read in some of the books
_____take part in class discussions
_____work well in small groups
_____explain to the teacher what I was confused about
_____ask questions
_____take part in role-play, debates
_____express my own opinion
_____remember what I had read in the books
_____learn the names of people and places studied
_____read diagrams and charts
_____use outside source materials
_____other (What is it? _____)

VIII. To do well in this class I have to (check as many as you wish):

_____memorize all the facts in the reading materials
_____read well
_____ask questions
_____take part in discussions
_____remember everything the teacher said
_____agree with the teacher
_____have my own opinion
_____write well
_____do extra projects
_____try to be as quiet as possible
_____bring in extra information
_____answer a lot of the teacher's questions
_____use evidence to support my position
_____listen to and remember what others think
_____other (What is it? _____)

IX. In this class, my classmates and I ask (check one answer):

_____many questions
_____a few questions
_____hardly any questions

X. In this course we work in small groups (check one answer):

_____often
_____sometimes
_____never

XI. In this activity/unit/course I prefer to work (check one answer):

_____by myself
_____in a small group
_____with one big group
(with the whole class)

XII. The most important thing I have learned in this activity/unit/course is:

XIII. If I could change anything about this activity/unit/course, I would do the following:

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Section C
September 3, 1974

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LEARNING IN A SMALL GROUP: WHAT'S GOING ON?

The following questions were developed for you to use with your group to help you understand better what has been going on while you were working on projects or other tasks. In addition to the concepts and information you used and learned, you also learned a lot about working together. The questions below may help you learn more about small-group work itself and how it can operate effectively and efficiently.

	Group Opinion		
I. Where's the Group in Solving the Problem?	Very far	Fairly far	Not so far
How far did you get in			
___defining the task?	_____	_____	_____
___collecting the data?	_____	_____	_____
___exchanging information?	_____	_____	_____
___analyzing and evaluating data?	_____	_____	_____
___making a decision?	_____	_____	_____
Was the group			
___moving towards solving the problem; why?	_____	_____	_____
___bogged down; why?	_____	_____	_____
II. How Well Is the Group Working Together?	Very well	Fairly well	Not so well
Are the members			
___sharing information?	_____	_____	_____
___expressing different points of view helpful in seeing all sides of the issue?	_____	_____	_____
___clarifying ideas of others?	_____	_____	_____
___building on ideas of others?	_____	_____	_____
III. How Well Are the Group Members Helping Each Other?	Very well	Fairly well	Not so well
Are members			
___encouraging each other?	_____	_____	_____
___keeping communication channels open?	_____	_____	_____
___helping to settle disputes?	_____	_____	_____
___getting the discussion off dead center?			
___getting and giving feed--(i.e., checking out how you or others feel or think)?	_____	_____	_____

IV. What Are the Problems You Think the Group Needs to Work On?

How can you work on these problems?

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7. Grouping

Students can be placed in small groups within a class for a variety of reasons. Grouping can be a method of individualizing instruction.

a. Skill Groups - Students are grouped on the basis of level of mastery of a specific skill. The teacher spends most of his/her time with students who have the greatest need. Skill groups change, based on teacher diagnosis, each time a new skill is introduced.

b. Interest Groups - Students are grouped for certain tasks, subordinate to a theme or unit, based on their interest in the task.

c. Maintenance Groups - Students who are supportive are grouped with students who need support from peers.

d. Special-Purpose Groups - When there is a bulk of material to analyze, groups of students take a portion of the data to analyze, synthesize, and summarize for the whole class.

There is some evidence to indicate that groups of five function more effectively than groups of other sizes. Evidence also indicates that, especially in an increasingly depersonalized society, students should function in the same group for an extended period of time, unless, of course, groups are based on specific need, such as skill groups.

H. INQUIRY

The term "inquiry" refers both to an attitude and to a process. At one level, inquiry is an attitude on the part of students and teachers which indicates that a valuable method of learning is to develop skills and processes of thinking that are at least as important as the information itself. The inquiring teacher does not provide all the answers; the teacher encourages students to discover answers for themselves and concentrates his/her energies on helping students master these processes of discovery.

Inquiry also refers to a more formalized method of investigation. This process includes:

1. Choosing an issue to investigate.

2. Stating a hypothesis (what the student thinks about the issue before he/she has investigated it).

3. Gathering information about the issue and maintaining a record of the information.

4. Organizing the information (this generally implies classifying the data under main headings, such as: (1) Supports hypothesis; (2) rejects hypothesis; (3) suggests a modification of hypothesis; (4) does not relate to hypothesis.

5. Analyzing the information by testing it against such questions as: (1) What is the source; is the source biased? (2) Is it an important or minor point? (4) Is it supported by other information?

6. Synthesizing the information, e.g., stating what the information tends to show or correlating the information.

7. Drawing a conclusion. This may require retaining, revising, or rejecting the original hypothesis, and becomes a generalization.

8. Supporting the conclusions with data.

9. Evaluating the process of investigation to determine what was learned about the issue and about how to investigate an issue.

Subordinated to each of these component processes of inquiry are many specific skills, which, during the process of investigation, must be taught or reinforced; e.g., distinguishing fact from opinion; recognizing bias; distinguishing between primary and secondary sources; summarizing; etc.

I. EVALUATING DATA*

When having students evaluate data (readings, films, pictures, artifacts, etc.) the teacher must be aware of the level of complexity of the material and capabilities of the student. "Evaluate" could mean a very simple "Yes, I like it" or No, I don't like it because..." and that may be perfectly appropriate on some occasions. However, most of the time a more complicated process is indicated which will include some or all of the following:

1. Distinguish between fact and fiction.
2. Draw inferences and make generalizations from concrete evidence such as pictures, artifacts, and classroom activities.
3. Compare information from various sources; recognizing agreement or contradiction.
4. List reliability of sources; exercise judgment as to the use of sources.
5. Support opinion with evidence.
6. Distinguish emotional appeal from reason: Recognize stereotypes and generalizations.
7. Make logical inferences from data.
8. Recognize bias.
9. Distinguish between fact and opinion.
10. Determine viewpoint of author or speaker.
11. Examine material for consistency, reasonableness, and freedom from bias.
12. Recognize propaganda and the uses of propaganda.
13. Recognize stated or unstated assumptions.

* For exercises and test items illustrating the various evaluative processes, see Selected Items for the Testing of Study Skills and Critical Thinking, Washington, D. C.: National Council for the Social Studies, 1971.

J. QUESTIONING TECHNIQUES

One major goal of education is to develop "critical thinking." A useful definition of this phrase is that it includes all thought processes beyond the memory category. In his book, Classroom Questions, Norris M. Sanders outlines the taxonomy of questions as follows:

MEMORY:	The student recalls or recognizes information.
TRANSLATION:	The student changes information into a symbolic form or language.
INTERPRETATION:	The student discovers relationships among facts, generalizations, definitions, values, and skills.
APPLICATION:	The student solves a lifelike problem that requires the identification of the issue and the selection and use of appropriate generalizations and skills.
ANALYSIS:	The student solves a problem in the light of conscious knowledge of the parts and forms of thinking.
SYNTHESIS:	The student solves a problem that requires original, creative thinking.
EVALUATION:	The student makes a judgment of good or bad, right or wrong, according to standards he/she designates.

By mastering the taxonomy, a teacher can lead students into all kinds of thinking through careful use of questions that require students to use ideas, rather than simply remember them. A teacher who offers students appropriate experiences in translation, interpretation, application, analysis, synthesis, and evaluation can be assured that instruction in every aspect of critical thinking is being provided.

Following is an example of seven levels of questions which students might be asked about the fifth amendment to the Constitution.

MEMORY:	What rights are guaranteed to the individual by the fifth amendment?
TRANSLATION:	Restate this in your own words, "...nor shall be compelled in any criminal case to be a witness against himself."

INTERPRETATION:	What does this mean? "...nor shall private property be taken for public use, without just compensation."
APPLICATION:	(Memory) What does it mean when someone pleads the Fifth? Under what circumstance might you use the Fifth?
ANALYSIS:	Why do we need the right to remain silent?
SYNTHESIS:	If you could make changes in the fifth amendment to insure greater protection of the innocent or insure that the guilty are discovered and punished, what changes would you make? Be prepared to defend any changes.
EVALUATION:	The right to remain silent protects both the innocent and the guilty. Is this right more important than punishing the guilty? Why or why not?